

DOCUMENT RESUME

ED 258 958

SP 026 417

TITLE SREB Annual Report 1984-85.
 INSTITUTION Southern Regional Education Board, Atlanta, Ga.
 PUB DATE Jun 85
 NOTE 32p.
 PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Agency Cooperation; *Educational Cooperation;
 *Educational Planning; Educational Research; Higher
 Education; Needs Assessment; *Organizational
 Objectives; Preservice Teacher Education
 IDENTIFIERS *Southern Regional Education Board

ABSTRACT

The Southern Regional Education Board (SREB) member states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Working directly with state governments, academic institutions, and other related agencies, SREB does research and makes reports on needs, problems, and developments in education; conducts cooperative programs to upgrade training in undergraduate, graduate, professional, and technical education; and serves as fiscal agent and administrator in interstate arrangements for regional educational services and institutions. This annual report contains: (1) listing of sources of SREB support; (2) statement by the Governor of South Carolina; (3) report from the President of SREB; (4) sharing arrangements of high-cost and uncommon academic programs; (5) listing of the members of the SREB Board; (6) listing of SREB advisory groups; (7) audit statement; (8) listing of recent SREB publications; and (9) names of the SREB professional staff. (JD)

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SREB Annual Report 1984-85

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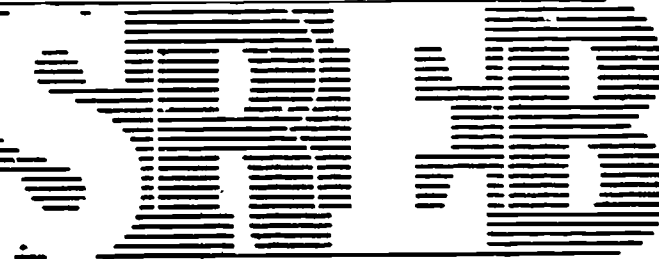
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SREB

Southern Regional Education Board

SREB Annual Report 1984-85

June 1985
1340 Spring Street, N.W. • Atlanta, Georgia 30309



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Southern Regional Education Board

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About SREB

The Southern Regional Education Board (SREB) is the nation's oldest interstate compact for higher education and a pioneer in regional planning and action for the effective multi-state use of educational programs.

Created in 1948 at the request of Southern governors, SREB brings together educators, government officials, and other regional leaders to work in concert to advance education and, in so doing, to improve the social and economic life of the South.

SREB's member states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

SREB is governed by a board consisting of the governor of each member state and four other individuals from the state, at least one of whom must be a state legislator, and at least one, an educator. All appointments are made by the governor for four-year staggered terms.

SREB has no coercive power over any state or institution. Working directly with state governments, academic institutions, and other related agencies, SREB does research and makes reports on needs, problems, and developments in education; conducts cooperative programs to upgrade training in undergraduate, graduate, professional, and technical education; and serves as fiscal agent and administrator in interstate arrangements for regional educational services and institutions.

Sources of Support

SREB is supported by appropriations from its 14 member states. In addition, funds for various program activities in 1984-85 came from the following foundations and agencies:

W. K. Kellogg Foundation of
Battle Creek Michigan

William R. Kenan, Jr.
Charitable Trust

National Endowment for
the Humanities

U. S. Department of Education

U. S. Department of Health and
Human Services,
Public Health Service

Chairman's Statement:

Governor Richard W. Riley of South Carolina

Four years have elapsed since the Southern Regional Education Board's Task Force on Higher Education and the Schools presented its initial recommendations for improving the quality of education in Southern schools and colleges.

During that period, every state in the South has responded to the challenge of educational reform. Sweeping measures to strengthen academic standards and reinforce the quality of classroom instruction have characterized legislative actions year after year throughout the region.

Some of the actions—testing students' competencies, raising requirements for high school graduation, increasing teachers' pay, tightening methods for certifying teachers, strengthening admission standards in public colleges and universities—have been universally adopted by the SREB states. In other areas, a wide variety of measures reflecting special needs identified in individual states have been enacted—pre-kindergarten and kindergarten programs, incentive pay for superior teachers, special help for children with basic skills problems, new leadership training programs for administrators, and new evaluation systems of outcomes for schools and school districts.

The leadership Southern states have assumed in adopting and acting on programs for educational improvement is widely acknowledged throughout the nation. And, as governmental and educational leaders continue with the drive toward quality improvement, two basic facts undergirding regional actions thus far assume even greater significance. First expressed in the 1981 SREB report, *The Need for Quality*, and reiterated in virtually every activity spearheaded by SREB, they have been, from the start, an integral part of improvement activities in the Southern states.

One is the absolute need to continue and sustain the momentum to move beyond minimums toward the long-range goal of excellence.

The other is that each level of education is inextricably linked to those that precede and follow it, and efforts for improvement must encompass the entire educational system—from preschool programs through graduate and postgraduate higher education.

Consider, if you will, one fact concerning the educational process that binds these two overriding concerns. A large proportion of schoolchildren who are considered "low achievers" come from poor homes where the parents have little education. The latest edition of SREB's *Fact Book on Higher Education in the South* shows that one-fourth of the South's population aged 25 and above is functionally illiterate, that is, has completed less than nine years of schooling.

This fact places added responsibilities on Southern states and their governmental and educational leaders. We must develop systems of education that will break this cycle so that

coming generations will be equipped to assume responsible positions in the economic and intellectual climate of the South's future.

If this country and this region are to achieve the often-stated goal of making the achievement of *all* American students the best in the world by the year 2000, our work is cut out for us. We cannot afford to lose sight of our objective for excellence.

The youngsters enrolling in preschool, kindergarten programs in fall 1985 represent a major challenge. As they progress through the levels of elementary/secondary education, we must see to it that they are given classroom instruction which will result in satisfactory performance each and every step of the way—in their introduction to basic skills in reading, writing, and computation; on third-grade reading and math tests they will be taking during the 1988-89 school year; in 1993, when they will have to prove that they are ready to handle high school work; and when, as members of the high school graduating class of 1998, these same youngsters must demonstrate the skills and competencies necessary for their future success, whether that be assuming productive roles in the region's workforce immediately or after successfully completing further education.

Because of the urgent need for improvement in the fundamental skills taught in elementary and secondary schools, a large portion of the actions Southern states have taken to date has been directed to these levels of learning. And rightly so. Without a firm foundation at each preceding level, there is little hope for successful achievement at higher ones. Additional improvements are needed in the instructional techniques, textbooks, and curricula used in all levels of our schools, but particularly in grades 6 through 12. Vocational and occupational training in our secondary schools also needs to be improved.

The interrelationship between schools and higher education dictates that we cannot afford to divert attention away from these preparatory levels of the educational system. At the same time, we must attack forthrightly the problems affecting the quality of higher education.

For several reasons, the logical area for first consideration is undergraduate education. Referring again to the *SREB Fact Book*, eight of ten (2,700,000) of the more than 3,300,000 students enrolled in Southern colleges and universities are in undergraduate programs. Improvement at this level will affect a sizable portion of the region's population.

Undergraduate education is in the pivotal position on the educational spectrum. The rigor of high school coursework is, to a large extent, determined by the academic expectation of colleges. It is at the undergraduate level that elementary and secondary teachers receive their basic professional training. Baccalaureate programs form the educational base for those students who elect professional and graduate study. Thus, the reestablishment of entry, exit, and curricular standards in undergraduate education is critical to continuing quality improvement both up and down the educational ladder.

Recently, several national groups have issued statements pointing to the deterioration of undergraduate education and offering many suggestions for improvement. This discussion and the various recommendations are good; they assure a new level of attention to a serious problem. It is not that the call for improvement in baccalaureate education is new, but that the current cry for undergraduate reform represents a new force supporting action. A decade ago, there were few

voices calling for improving undergraduate education. One of those was the Southern Regional Education Board. In 1976, SREB set forth priorities for postsecondary education in the South and claimed that:

A priority of major importance should be an affirmative redefinition of the purpose, meaning, and value of baccalaureate education

That redefinition has taken place on some campuses across the South. Today, many Southern states are directing attention to some of the problems in undergraduate education by raising college admission standards and developing methods to inform high school students what is expected of them academically. Some states are testing students before they are permitted to undertake upper-level college coursework.

These new requirements are an important first step in improving our colleges and universities. However, simply placing additional requirements on students is not enough. Southern states and institutions of higher education must upgrade the curricula, instructional techniques, teaching and research equipment, and evaluations of programs in the institutions themselves. Furthermore, creative ways must be found to use student loans, scholarships, and grants to provide tutors to help students meet the new standards and to provide opportunities for service to younger students in our public schools, to very young children in early childhood programs, and to senior citizens.

We also need to implement incentives to recognize outstanding teaching and research in our colleges. As we upgrade the standards in higher education, we must not create artificial barriers for minority students and students with limited financial resources. We must make special efforts to address the low percentage of promising minority students enrolled in certain degree programs.

A number of programs directed to strengthening teacher education have been initiated. These efforts must continue, along with efforts to address the impending teacher shortage, including a possible severe shortage of minority teachers. As the move toward undergraduate education reform picks up momentum in all of our states, SREB, correctly, is intensifying its activities to provide guidance and support.

At its June 1985 annual meeting, the Southern Regional Education Board will consider specific recommendations for improving the quality of undergraduate education, including teacher education. As Southern states pursue their objective of "making the achievement of *all* American students the best in the world by the year 2000," it will be essential for educational and governmental leaders to apply to higher education's improvement the same determination for success which has led to the South's dominant position in the adoption of reforms at the elementary/secondary levels. Accomplishing quality improvement throughout the educational system will mean that those 1985 kindergarteners who are the college graduates of 2002 will prove the value of our efforts.

Report from the President: Winfred L. Godwin

An imperative need confronts the schools and higher education to work together to improve the quality of education at all levels.

This straightforward opening statement from the Southern Regional Education Board's 1981 report, *The Need for Quality*, underscores the Board's opinion about the relationship between higher education and the schools. That report, and subsequent SREB efforts, urged governmental and educational leaders in the Southern states to consider the interdependence of all levels in the educational system as they set about enacting reforms.

Schools and colleges—the link for educational improvement

The relationship seems obvious. Whether students succeed in high school depends on the foundation in basic knowledge and skills they receive in earlier schooling. College students will acquire expected advanced knowledge and skills only if they pursue higher education with high school preparation that equips them to handle college-level coursework. It is the colleges that prepare the teachers who provide instruction to elementary and secondary students, and that produce the governmental, educational, and lay leaders who are responsible for setting educational policies.

While this interdependence may seem obvious, it is not always evident in actions aimed at improving education. Indeed, in all the recommendations to improve the schools that have literally echoed across the nation, there is surprisingly little emphasis on how the schools and higher education can, and should, join forces to bring about improvement. Likewise, the recent calls for reform in higher education have made little if any mention of the relationship of quality in schools and in colleges.

A study completed this year may well prove to be one of SREB's most far-reaching efforts, and while it is a study of collegiate education, the implications for higher education and the schools are clear and important to both. Transcripts of over 6,000 graduates of 17 major Southern universities have been examined, course by course, by SREB staff. The purpose was to document how future teachers are being educated; arts and sciences graduates were included to serve as a reference group for making comparisons. Approximately 840,000 college credits were analyzed—an average of 140 each for some 3,000

From 6,000
transcripts—a
troubling
picture of
general
education

education majors and a like number of arts and sciences graduates. Findings of the study, partially funded by the National Endowment for the Humanities, are reported in two new SREB publications: *An Analysis of Transcripts of Teachers and Arts and Sciences Graduates* and *Teacher Preparation: The Anatomy of a College Degree*.

One overwhelming conclusion emerged from this analysis of the collegiate work of 6,000 students: students working toward their bachelor's degree—whether it be in education or another discipline—need greater exposure to college-level liberal arts education across the central disciplines of the arts and sciences. Consider, for example, that many students in both groups earn a bachelor's degree without ever taking a single mathematics course in college—and many more never take a course beyond remedial math. Three-fourths of the teachers and one-third of the arts and sciences graduates do not take a foreign language course. Two-thirds of the teachers and over half of the arts and sciences graduates take no college work in chemistry or physics.

Corroboration of the need to improve the education of future teachers is found in other disturbing evidence. Compared to arts and sciences graduates, teachers on the average have less coursework in each of the major academic divisions of general education, except for the social sciences. That means they have fewer credits in English, mathematics, physical sciences, economics, history, political science, sociology, foreign languages, philosophy, and other humanities; their advantage in the social sciences comes from taking required courses in developmental psychology. Fewer of the courses in the liberal arts are at the upper level, and only about one out of five of the mathematics courses teachers take are college-level courses. Many of the academic courses teachers take are in sections specifically designated for them.

Elementary teachers have fewer credits in English and mathematics combined than they do in the social sciences, even though the groundwork for these basic skills is laid in the elementary grades where they will be teaching. Secondary teachers have fewer credits in their majors and less upper-level coursework than their arts and sciences counterparts. Secondary teachers of science and social science usually do not take courses across the field as a whole. Teachers take more hours in education courses than the average certification requirements set by the Southern states. Only about one-third of these courses involve field applications. Almost two-fifths of the elementary teachers' education credits are in separate "methods" courses in reading, language arts, mathematics, science, social studies, art, and sometimes even physical education.

Lest there be concern that the transcript study was just a sampling,

*Universities
willing to
review and
improve
general
education*

albeit a large one, it is important to note that the participating universities represent those that produce the largest number of teacher education graduates in each of the 14 SREB states. These institutions are large; in some cases they are "flagship" universities. Their graduates comprise a significant percentage of the entire college-educated population in their respective states. It is reasonable to conclude that the curriculum in these universities reflects the content of undergraduate education in the South, and that the SREB findings mirror the situation in large public universities across the nation. The willingness of these institutions to have the coursework of their graduates examined is commendable. Their participation may be nearly as significant as the study findings since it is a positive signal that the universities are committed to examining and improving the undergraduate curriculum.

*Recommendations for
improving
teacher
education*

The evidence from the review of thousands of student transcripts supports SREB's emphasis on the interdependence of quality improvement in schools and colleges. It has been of special interest to SREB's Commission for Educational Quality in framing recommendations aimed at improving the collegiate preparation of teachers and revamping undergraduate education for all students. In the Commission's view, the weakness of teachers' preparation in the main divisions of the arts and sciences calls for several actions. Limiting degree-earning credit to college-level courses and not permitting special "teacher designated" courses to be substituted for the academic divisions' core curriculum requirements are two actions worth considering. For elementary teachers, the standard can be no less than a broad education across all of the major academic divisions with meaningful upper-level coursework. For secondary teachers, a close examination of majors relative to potential high school teaching assignments, particularly in science and the social sciences, is needed.

The transcript study's findings on the number and type of education courses teachers take open the way for several suggestions for altering the pedagogy curriculum, including reevaluating current offerings to determine relevancy, providing more opportunities throughout the curriculum for practical applications and classroom experiences, and consolidating the numerous individual "methods" courses into a generic approach.

In addition to revamping the teacher education curriculum to demonstrate higher education's commitment to quality teacher preparation, the Commission recommends other strategies for attracting more academically able students to the teaching profession, including raising admissions standards to colleges of education; renewed emphasis by selective research universities on pre-service

preparation of teachers; and college as well as state loans and scholarships to be forgiven if students teach in the public schools.

The Commission for Educational Quality also recognizes that efforts to bolster teacher education in the South must include forthright actions to deal with dramatic declines in the number of minority teachers now being graduated and entering teaching. The decline, rooted in the successful entry of minority students today into a wide range of careers, is understandable but unacceptable. The Commission suggests a more active role for leaders in minority communities through mounting a comprehensive campaign to recruit qualified minority students into teaching careers, emphasizing the critical role of minorities in the region's teaching force. Special programs, including financial incentives in the form of scholarships and loans with service forgiveness clauses, will be required to increase the supply of qualified minority teachers in most states. (SREB efforts to improve "pass" rates of minority candidates on teacher tests are mentioned later in this program review.)

*Access to
quality
undergraduate
education*

Shortcomings in the general education preparation of teachers are troubling enough, but the reality is that these same shortcomings exist in the general education of most college students today. The Commission's report on strengthening undergraduate education, entitled *Access to Quality Undergraduate Education*, recognizes that reality.

The Commission believes that improvement of undergraduate education—making sure that graduates of Southern colleges and universities are well-rounded, knowledgeable, articulate, thinking individuals who enter the marketplace with the ability to make logical deductions and draw reasonable conclusions—will require comprehensive and decisive actions at both institutional and statewide levels. The actions should be directed to two major goals—maintaining access to higher education for all students who seek advanced study, and restoring quality and integrity to the baccalaureate degree. There are some who question whether access can be maintained in conjunction with requiring high standards and quality. The task will not be easy, but it is possible—and essential—to the South's well-being. Accomplishing the needed reforms to realize access and quality goals at one and the same time will require a new covenant—a powerful alliance of the public, governmental leaders, the schools, and higher education dedicated to the kind of decisive measures that have characterized reform efforts in elementary and secondary education.

*Higher
standards
and the
preparation
to meet them*

Policies for reforming undergraduate education must be based on two fundamentals. The first is that high standards and a meaningful sequence be restored to the entire educational system. Students should

*College work
that is truly
college-level*

be expected to qualify for study at the next higher educational level, and clearly stated performance criteria are needed at major entry and exit points to determine achievement. The second is that greater emphasis be placed on the effective preparation of students to meet significant entry and exit standards so that they can gain access to successive levels of education. Access cannot mean simply the geographical and financial availability of undergraduate education without regard to standards. If access is to have real meaning again, it must be with standards supported by programs at prior levels that prepare students to meet agreed-upon criteria.

The SREB Commission for Educational Quality's platform for improving undergraduate education addresses these concerns forthrightly. It suggests that an essential first step is to establish new statewide placement standards, beyond the high school diploma, for students entering college. This will help ensure that students are prepared to handle college coursework. These standards must represent a consensus by higher education on the levels of the basic skills, especially those of reading, writing, and mathematics, that are needed for college study. Clarifying placement in college work is especially critical since a student body that is prepared to handle more demanding study means that the college curriculum can be strengthened at all levels.

So that the commitment of states and institutions of higher education to access is maintained, states will have to see to it that those students who do not meet the new criteria for beginning college-level work are provided with full opportunities to gain qualifying skills. The major responsibility for preparing college-bound students does, of course, rest with the high schools. But it is imperative that higher education work with them to assure that their college-bound graduates are prepared not only to meet higher standards, but to succeed in more demanding coursework. Application of the new standards is needed in all institutions of higher education, including the community colleges which are responsible for the general education of so many transfer students.

Tightening standards and evaluating students' abilities to proceed to higher levels of study will permit restoration of more rigorous coursework throughout the college curriculum. A faculty that is more deeply involved in undergraduate education can provide the closer student/faculty relationships that are a key to a challenging and stimulating college experience.

The recommendations offered by SREB's Commission for Educational Quality to strengthen preparation of teachers and to improve

undergraduate education deserve close attention by the education community and state government. Implementation of key recommendations in both areas would contribute substantially to effective teaching and learning in the region's schools and colleges.

*A review
of other
SREB
initiatives*

Turning to a selective review of various other SREB initiatives during the year, it is clear that many of them also represent an ongoing regional effort to link the resources of schools and colleges in a broad quality improvement effort. Activities in teacher education are good illustrations.

Developing effective in-service education programs for the thousands of currently employed classroom teachers represents a major challenge to schools and higher education. SREB has brought together a cross-section of persons directly involved with in-service training of teachers across the South—school district superintendents and staff development directors, personnel from state departments of education, deans and faculty from colleges of education and the arts and sciences, and teachers—to explore the issues. Strategies ranging from a statewide, highly structured staff development model to individualized one-to-one peer counseling have been described and critiqued. SREB's publication, *What Works in In-Service Education Programs for Teachers?*, has attracted wide interest from school and higher education leaders.

*Today's
teachers—a
key to
quality
improvement*

A severe shortage of adequately prepared teachers to meet the increased high school enrollments in mathematics, science, and foreign languages prompted by the raising of high school graduation and college admissions requirements is being experienced in many states. SREB has examined various approaches, including the retraining of out-of-field teachers, that states are employing to increase the teaching force in these areas and summarized legislative actions creating alternative certification routes for prospective teachers.

There are many examples each year of the educational-political partnership which has characterized SREB since its creation. One example this year was particularly important and symbolic. It was based on the assumption that, while the emphasis on preparing new teachers is well placed, it does not diminish the importance and necessity of developing teaching as a profession for currently employed and future teachers. In practical terms this is taking the form of rewarding performance and providing new incentives through master teacher/career ladder programs. To assist in that effort, the Southern Governors' Association and the Southern Legislative Conference called upon SREB to establish a Career Ladder Clearinghouse.

*Career
Ladder
Clearinghouse*

The Clearinghouse is now operating and providing a way for states

*Measuring
student
achievement*

to gather, share, and distribute information about incentive plans for teachers and administrators. Most SREB states are now at some stage of developing career ladder plans, and the Clearinghouse is working with educational and political leaders as they break new ground to create incentive and reward programs. State programs will have many different features, but the success of nearly all will hinge on a successful evaluation plan for teachers, a major emphasis of the Clearinghouse.

Ultimately, of course, the worth of all educational improvement efforts will be judged by what students learn—by student achievement. A year ago SREB put forward a proposal that called for new ways of measuring student achievement and urged the South to take a leadership role. That proposal suggested a measure which could serve as a student achievement benchmark for states relative to the nation's educational progress and to that in other states, and which could gain public credibility as a guide for long-term improvements. At that time very few educational or political leaders outside the South were discussing new ways to assess educational progress—at least in favorable terms. Leaders in Southern states can well be encouraged by subsequent developments.

The National Assessment of Educational Progress (NAEP) and the states of Florida, Tennessee, and Virginia have completed a pilot program testing reading ability of 11th grade students; results will be available later this summer. These states, for the first time, will have student achievement results that can be compared to those in the other participating states and to current and truly national results. Interest in achievement testing that provides for comparisons across the states is growing. Several groups—including chief state school officers—are now calling for this kind of assessment. NAEP has announced plans to offer an optional state-based assessment package in 1985-86, which will expand and extend the concept of the SREB pilot program.

*College
assessments
of student
progress*

The evaluation of undergraduate student achievement through systematic assessments in addition to course grades is being considered by more institutions and states. A major reason for the increasing interest in such measurement can be traced to the recent national reports calling for substantial reforms in undergraduate education and to growing evidence that college students lack basic academic skills.

SREB's Commission for Educational Quality recommends that states should expect colleges and universities to adopt a common set of basic academic skills that all students should possess by the end of the sophomore year, and to measure those skills through common statewide assessments. These steps are needed for institutional accountability and to establish certain fundamental expectations of

Recommendations for improving vocational education

college-level study that can serve as a foundation on which individual colleges and universities may build higher standards.

One controversial aspect of educational reform is the role of vocational education when basic academic skills for all students are recognized to be the first priority. New high school graduation requirements and special college preparatory programs have brought vocational education issues "front and center." The SREB Commission for Educational Quality has spoken forthrightly to these issues in its call for vocational education to be "improved and refocused so that the development of basic academic skills is a high priority."

Applied courses that take advantage of practical experiences to stress the same essential academic knowledge and skills required of students in academic-track programs need to comprise vocational education programs of the future. Basic skills standards for students in vocational programs must be the same as those for any student earning a high school diploma. Pilot programs and courses for designing the new curriculum and cooperative actions of high schools, postsecondary institutions, and employers to upgrade vocational programs can be developed now. The Commission's statement contends that coordination of vocational-technical programs across secondary and postsecondary institutions and evaluation of the effectiveness of vocational programs are essential in restructuring vocational education.

Sharing information on higher education

Sharing comparable state information on student achievement is new, but for nearly 40 years SREB has provided a wide array of comparable information about the status of higher education in the region. When SREB states began sharing such data the individual states and the South trailed woefully behind national levels and benchmarks. State higher education agencies and SREB have established and refined a higher education data exchange which is unique in the nation. Most importantly, this sharing of information is a key factor in tracking progress and in bringing state actions to bear on problem areas. The dramatic gains in the South can be attributed in large part to the states' determination to move into the higher education mainstream. SREB data has played an important and continuing role in setting goals and in defining and measuring progress toward them. Recent refinements and increased automation in the data-exchange system will assure continuation of timely and comparable information for the states.

The wide range of data provided each year on appropriations, faculty salaries, tuition, enrollments, degrees, research funding, and aid to private higher education is a central part of SREB's ongoing program. In addition, SREB describes and interprets for a wide audience important educational developments that affect, or may affect, many

*Reporting on
educational
developments*

states. For example, facts and forecasts were compiled about the testing of teachers—whether for entering a teacher education degree program, becoming certified as a beginning teacher, advancing up a career ladder, or being recertified as a veteran teacher. Examples of actions between higher education and the schools to deal with problems of inadequately prepared students seeking college entry were spotlighted and placed before school and higher education leaders.

SREB's experience in communicating these kinds of important information to policymakers and news and opinion leaders received very tangible acknowledgment this year. At the request of the Southern Newspaper Publishers Association, SREB planned and conducted with the Association a seminar on educational reform. The seminar was enthusiastically received by Southern journalists—in fact, it was oversubscribed. Consequently, the Southern Newspaper Publishers Association and SREB will offer a seminar again next year.

*Encouraging
minority
participation
in higher
education*

Among the most important stories of Southern higher education in recent years has been the expansion of opportunity for minority students. That progress cannot mask the serious gaps and deficiencies which still exist. Especially troubling is the fact that after years of growth in the college-going rates for minority students, participation rates have stalled and, in many cases, slipped significantly. SREB has been examining successful or promising programs that institutions have developed to increase minority student enrollment and retention. Comprehensive programs and techniques which have worked will be promoted through reports and contacts with key state and university leaders. Implementation of recommendations from SREB's Commission for Educational Quality concerning preparation for college study and monitoring of student progress would do much to improve retention and graduation rates of minority undergraduates—a significant measure of effective higher educational opportunity.

The diminishing supply of qualified minority teachers resulting from high failure rates of black candidates on the competency tests states now require for certification is also a continuing concern of SREB. Some two years ago, staff began work with a group of historically black colleges to improve the analytical and problem-solving skills of their students. Materials and instructional techniques are being developed to strengthen the general education curriculum and to provide test-taking experiences for students through course examinations that sharpen their abilities.

As an outgrowth of these efforts, a new SREB project, partially funded by the Fund for the Improvement of Postsecondary Education, got underway this year. Three historically black institutions—Coppin

*Assuring
collegiate
success for
minority
students*

State College in Baltimore, South Carolina State College in Orangeburg, and Southern University in Baton Rouge—are serving as demonstration and resource centers that focus on strategies for faculty, instructional, and curriculum development. Rather than attacking the validity of tests and standards, the idea is that a better collegiate education, which develops skills contributing to success, will help achieve a steady flow of well-qualified minority teachers for the region's schools. Seminars and workshops for faculty from institutions throughout the region will enable widespread application of the techniques that are being developed.

Since 1971, the Southern Regional Education Board has been administering programs that have been funded by the William R. Kenan, Jr. Charitable Trust for historically black colleges and universities. A look at the history of the programs—most of which have been directed to increasing the verbal, scientific, and mathematical skills and interests of minority students—shows that the programs have produced increased enrollments in the fields on which minorities are under-represented. It is important, too, to note that the learning centers established under the projects have been maintained by the institutions and continue to function effectively in assisting students to gain the needed skill to succeed in professional fields and in graduate education. These programs, which focus on developing the competencies students must master to achieve collegiate success, and the results they have experienced, illustrate the positive response students will make when faced with rigorous requirements.

*New
Commission
on Health
and Human
Services*

Health and human services have always occupied an important position in SREB deliberations. At last year's annual meeting, Southern Regional Education Board members voted for organization of a new SREB Commission on Health and Human Services. The Commission will advise SREB on program direction and activities to assist states and higher education institutions in making sound policy decisions in health, mental health, and human service matters. The cross-section of governmental, professional, and educational leaders serving on the new SREB Commission assures that a broad range of interests will be looking at the new programmatic and economic challenges.

The Commission on Health and Human Services has targeted three areas for its immediate attention: (1) implications for the education of health professionals resulting from major changes occurring in the health care delivery system; (2) supply and distribution problems, including identification of individual professions experiencing serious imbalances; and (3) ways to obtain definitive information on costs of health professions education.

*Using
computers
in nursing
education*

Policy issues in dental education, a field that has been seriously affected by declining enrollments, were examined by SREB staff during the year. Strategies to influence the distribution of physicians and other health professionals to areas of need were also explored. The immigration of physicians to the South—which each year is the equivalent of the graduates of 10 medical schools—is being studied, since it has significant implications for states. SREB has also analyzed current changes in the health care system that affect care for the indigent—a sector of health care that has great impact on university teaching hospitals.

Another new project, funded by the Division of Nursing of the U.S. Department of Health and Human Services, will provide some 5,000 nurse educators across the South with the opportunity to learn more about computer technology and its use in nursing instruction. SREB will be working closely with the Southern Council on Collegiate Education for Nursing in implementing the project. Six universities, strategically located throughout the region, have been selected to serve as sites for basic workshops and advanced seminars on technology-related topics that are being determined through a regional survey of the schools of nursing.

And finally, it is a pleasure to report that a contract has been let for construction of the SREB replacement building. A new headquarters building on the Georgia Tech campus, to replace the former building taken by expressway expansion, will be completed during the coming year. I would like to express appreciation to Governor Harris of Georgia for his leadership and action to provide an Atlanta headquarters for SREB.

Sharing Arrangements

The administration of arrangements for interstate and interinstitutional sharing of high-cost and uncommon academic programs is a continuing responsibility of the Southern Regional Education Board. Under these arrangements, states avoid unnecessary program duplication, help strengthen existing programs, and, at the same time, offer their residents greater educational opportunity.

Student Contract Fields and Participating States and Institutions

Through the student exchange program, some 1,400 students are crossing state lines for training in dentistry, medicine, optometry, osteopathic medicine, podiatry, and veterinary medicine.

States contracting with SREB for access to programs in out-of-state institutions include: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Institutions participating in the SREB student contract program are: Auburn University, Baylor College of Dentistry, Emory University, Louisiana State University, Meharry Medical College, Mercer University, Morehouse School of Medicine, Ohio College of Podiatric Medicine, Dr. William M. Scholl College of Podiatric Medicine, Southeastern College of Osteopathic Medicine, Tuskegee Institute, University of Alabama at Birmingham, University of Georgia, University of Houston, University of Louisville, University of Tennessee, and West Virginia School of Osteopathic Medicine.

The Academic Common Market

The SREB Academic Common Market program, which permits students from participating states to enroll in specialized graduate and undergraduate programs in out-of-state institutions at in-state tuition rates continues to expand. More than 700 baccalaureate and graduate programs at 91 Southern colleges and universities will be available to residents of participating states for the 1985-86 academic year. The participating states are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Members of the Board

Governor Richard W. Riley, *Chairman*
Sharon P. Beard, *Vice-Chairperson*
Arthur Dorman, *Treasurer*

	<i>Term Expires</i>
Alabama	
George C. Wallace, <i>Governor</i>	1987
*† Joe M. Ford, <i>State Representative</i>	1987
Paul R. Hubbert, <i>Executive Secretary</i> , Alabama Education Association	1988
Rex K. Rainer, <i>Director</i> , Office for Advancement of Developing Industries, University of Alabama at Birmingham	1986
Joab L. Thomas, <i>President</i> , University of Alabama	1985
Arkansas	
† Bill Clinton, <i>Governor</i>	1987
Joseph K. Mahony, <i>State Representative</i>	1988
Carolyn Pollan, <i>State Representative</i>	1985
Mossie J. Richmond, Jr., <i>Vice-President for Student Affairs</i> , Arkansas State University	1986
Nick Wilson, <i>State Senator</i>	1987
Florida	
† Bob Graham, <i>Governor</i>	1987
Pat Frank, <i>State Senator</i>	1986
Robert H. McCabe, <i>President</i> , Miami-Dade Community College	1987
John Robert Middlemas, Panama City	1988
Barbara W. Newell, <i>Chancellor</i> , State University System of Florida	1985

Georgia

Joe Frank Harris, <i>Governor</i>	1987
Paul C. Broun, <i>State Senator</i>	1988
*† Vernon D. Crawford, <i>Chancellor</i> , State University System of Georgia	1985
† Charles W. Merideth, <i>Chancellor</i> , Atlanta University Center	1987
Lamar R. Plunkett, Bowdon	1986

Kentucky

† Martha Layne Collins, <i>Governor</i>	1987
Edward T. Breathitt, Cadiz	1986
Robert R. Martin, <i>State Senator</i>	1987
Otis A. Singletary, <i>President</i> , University of Kentucky	1985
Harry M. Snyder, Jr., <i>Executive Director</i> , Kentucky Council on Higher Education	1988

Louisiana

Edwin W. Edwards, <i>Governor</i>	1988
*† Sharon P. Beard, <i>Deputy Commissioner</i> , Louisiana Board of Regents	1986
Jack V. Doland, <i>President</i> , McNeese State University	1988
† Cecil J. Picard, <i>State Senator</i>	1987
Michael F. Thompson, <i>State Representative</i>	1985

Maryland

Harry Hughes, <i>Governor</i>	1987
*† Arthur Dorman, <i>State Senator</i>	1986
Rhoda M. Dorsey, <i>President</i> , Goucher College	1987
Sheldon H. Knorr, <i>Commissioner</i> , Maryland State Board for Higher Education	1985
† John S. Toll, <i>President</i> , University of Maryland	1988

Mississippi

William Allain, *Governor* 1988
 Thomas D. Bourdeaux, *Meridian* 1987
 Carl J. Gordon, Jr., *State Senator* 1988
 †Aubrey K. Lucas, *President*, 1986
 University of Southern Mississippi
 John A. Peoples, Jr., *Jackson* 1985

North Carolina

James G. Martin, *Governor* 1989
 †William Friday, *President*, 1987
 University of North Carolina
 * Robert B. Jordan III, 1988
Lieutenant Governor
 Dwight W. Quinn, 1986
State Representative
 Carl J. Stewart, Jr., *Gastonia* 1985

South Carolina

†Richard W. Riley, *Governor* 1987
 Howard R. Boozer, *Executive* 1986
Director, South Carolina
Commission on Higher Education
 Harry A. Chapman, Jr., *Greenville* 1987
 Robert C. Lake, Jr., *Whitmire* 1988
 Kay Patterson, *State Representative* 1985

Tennessee

†Lamar Alexander, *Governor* 1987
 Wayne Anderson, *President*, 1985
 Maryville College
 Edward J. Boling, *President*, 1987
 University of Tennessee
 Leonard C. Dunavant, *State Senator* 1986
 Roy S. Nicks, *Chancellor*, 1984
 State University and Community
 College System, *State Board*
of Regents

Texas

Mark W. White, Jr., *Governor* 1987
 Becky Brooks, *Jefferson* 1987
 †Wilhelmina R. Delco, 1985
State Representative
 C. Robert Kemble, *Chancellor*, 1986
 Lamar University System
 Carl A. Parker, *State Senator* 1988

Virginia

Charles S. Robb, *Governor* 1986
 †Hunter B. Andrews, *State Senator* 1986
 Richard M. Bagley, *State Delegate* 1985
 Wendell H. Butler, *Roanoke* 1987
 John T. Casteen III, *Secretary* 1988
of Education

West Virginia

Arch A. Moore, Jr., *Governor* 1989
 †Leon H. Ginsberg, *Chancellor*, 1985
 West Virginia Board of Regents
 Lowell E. Johnson, *Fairmont* 1988
 Robert K. Nelson, *State Senator* 1987
 F. Lyle Sattes, *State Delegate* 1986

†Executive Committee Member—The Executive Committee has full power to act between Board meetings. It is composed of one Board member from each state and several from the region at large.

*Finance Committee Member—The Finance Committee, a subcommittee of the Executive Committee, prepares an annual budget and presents it and other financial policy matters to the Executive Committee.

Advisory Groups

Legislative Advisory Council

Wilhelmina R. Delco, *Chairman*

Leonard C. Dunavant, *Vice-Chairman*

Hunter B. Andrews, *State Senator*, Hampton, Virginia

Richard M. Bagley, *State Delegate*, Hampton, Virginia

Paul C. Broun, *State Senator*, Athens, Georgia

Charles W. Capps, Jr., *State Representative*, Cleveland, Mississippi

Wilhelmina R. Deico, *State Representative*, Austin, Texas

Arthur Dorman, *State Senator*, Beltsville, Maryland

Leonard C. Dunavant, *State Senator*, Millington, Tennessee

Ed Ford, *State Senator*, Cynthiana, Kentucky

Joe M. Ford, *State Representative*, Gadsden, Alabama

Pat Frank, *State Senator*, Tampa, Florida

T. Ed Garrison, *State Senator*, Anderson, South Carolina

Earl Goodwin, *State Senator*, Selma, Alabama

Carl J. Gordon, Jr., *State Senator*, Okolona, Mississippi

James M. Henry, *State Representative*, Kingston, Tennessee

David K. Karem, *State Senator*, Louisville, Kentucky

Jimmy D. Long, *State Representative*, Natchitoches, Louisiana

Joseph K. Mahony, *State Representative*, El Dorado, Arkansas

Robert R. Martin, *State Senator*, Richmond, Kentucky

John W. Matthews, Jr., *State Senator*, Bowman, South Carolina

Robert N. McLellan, *State Representative*, Seneca, South Carolina

James C. Moore, *State Representative*, West Green, Georgia

Robert R. Nelson, *State Senator*, Huntington, West Virginia

Carl A. Parker, *State Senator*, Port Arthur, Texas

Kay Patterson, *State Representative*, Columbia, South Carolina

Frank B. Pesci, Sr., *State Delegate*, New Carrollton, Maryland

Curtis Peterson, *State Senator*, Eaton Park, Florida

Lewis Phillips, *State Representative*, Greer, South Carolina

Cecil J. Picard, *State Senator*, Maurice, Louisiana

Carolyn Pollan, *State Representative*, Fort Smith, Arkansas

Perrin Purvis, *State Senator*, Tupelo, Mississippi

Dwight W. Quinn, *State Representative*, Kannapolis, North Carolina

Jody Richards, *State Representative*, Bowling Green, Kentucky

Ben Barron Ross, *State Representative*, Lincolnton, Georgia

Stanley Russ, *State Senator*, Conway, Arkansas

F. Lyle Sattes, *State Delegate*, Charleston, West Virginia

Francis C. Thompson, *State Representative*, Delhi, Louisiana

Michael F. Thompspon, *State Representative*, Lafayette, Louisiana

Thomas H. Walman, *State Representative*, McComb, Mississippi

T. K. Wetherell, *State Representative*, Daytona Beach, Florida

Eleanor Weinstock, *State Representative*, West Palm Beach, Florida

Nick Wilson, *State Senator*, Pocahontas, Arkansas

Commission for Educational Quality

William F. Winter, *Chairman*

Stephen A. Cobb, *Vice-Chairman*

Kenneth H. Ashworth, *Commissioner*, Coordinating Board, Texas College and University System

James E. Bottoms, *Executive Director*, American Vocational Association

Hillary Rodham Clinton, Little Rock, Arkansas

Stephen A. Cobb, *State Representative*, Tennessee

Alton C. Crews, *Superintendent*, Gwinnett County Public Schools, Georgia

S. John Davis, *Superintendent of Public Instruction*, Virginia Department of Education

Christopher C. Fordham III, *Chancellor*, University of North Carolina at Chapel Hill

William U. Harris, *Director*, Northeastern Regional Office, Educational Testing Service

Barbara R. Hatton, *Dean*, School of Education, Tuskegee Institute

David L. Johnson, *Executive Director*, Virginia Education Association

Kenneth H. MacKay, Jr., *U.S. Congressman*, Florida

Curtis Peterson, *State Senator*, Florida

Marilyn Rauth, *Executive Director*, Educational Issues Department, American Federation of Teachers

William F. Winter, Jackson, Mississippi

M. William Youngblood, Jr., Charleston, South Carolina

Commission on Health and Human Services

Gordon W. Blackwell, *Chairman*

Sandra Robinson, *Vice-Chairperson*

Al Austin, *Secretary of the Cabinet for Human Resources*, Commonwealth of Kentucky

Gordon W. Blackwell, Greenville, South Carolina

Peter P. Bosomworth, *Chancellor*, Albert B. Chandler Medical School, University of Kentucky

Gordon H. DeFriese, *Director*, Health Services Research, University of North Carolina at Chapel Hill

Chet Edwards, *State Senator*, Duncanville, Texas

Joseph L. Fisher, *Secretary of Human Resources*, Commonwealth of Virginia

Leon H. Ginsberg, *Chancellor*, West Virginia Board of Regents

Marilyn Goldwater, *State Delegate*, Bethesda, Maryland

Jean M. Hoff, *Director*, West Virginia Office of Community Health Services

Moses C. Jones, Tuscaloosa, Alabama

Phillip Kirk, *Secretary*, North Carolina Department of Human Resources

Lynn Hollingsworth Leverty, *Executive Director*, Texas Health and Human Services
Coordinating Council

Charles A. Marx, *Executive Assistant to the Governor of Mississippi*

Calvin Michaels, *Director of Personnel Administration*, Burlington Industries, Inc.,
Greensboro, North Carolina

David H. Pingree, *Secretary*, Florida Department of Health and Rehabilitative Services

Eleanor L. Richardson, *State Representative*, Decatur, Georgia

Sandra Robinson, *Secretary*, Louisiana Department of Health and Human Resources

Ray Scott, *Director*, Arkansas Department of Human Services

Louis W. Sullivan, *President*, Morehouse School of Medicine, Atlanta, Georgia

R. Lawrence Williams, *Director*, Health and Human Development, Georgia Office of
Planning and Budget

Audit

**Deloitte
Haskins+Sells**

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Atlanta, Georgia 30303
(404) 656-1500
TWX 801-751-3131

Auditors' Opinion

Board of Control for
Southern Regional Education:

We have examined the balance sheets of the Board of Control for Southern Regional Education as of June 30, 1984 and 1983 and the related statements of support, revenue, and expenses and changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of the Board at June 30, 1984 and 1983 and the results of its operations for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

Deloitte Haskins & Sells

September 13, 1984

Balance Sheets, June 30, 1984 and 1983

ASSETS	1984	1983
Current Assets:		
Cash	\$ 42,871	\$ 92,874
United States Treasury bills	3,089,235	2,782,377
Reimbursements receivable from grantors	935	7,206
Other current assets	<u>1,766</u>	<u>2,390</u>
Total current assets	3,134,807	2,884,847
Furniture and Equipment — Net	88,737	70,335
Agency Funds -- Receivable	<u>10,388</u>	
Total Assets	<u>\$3,233,932</u>	<u>\$2,955,182</u>

LIABILITIES AND FUND BALANCES

Current Liabilities:		
Accounts payable and accrued expenses	\$ 115,815	\$ 97,319
Deferred revenue — Membership dues	<u>57,300</u>	<u>61,650</u>
Total current liabilities	<u>173,115</u>	<u>158,969</u>
Agency Funds — Appropriations payable to regional service institutions for student places and for student and institutional aid	<u>10,388</u>	
Fund Balances:		
General fund:		
Allocated for contingencies	400,000	400,000
Allocated for relocation of offices	150,000	150,000
Allocated for general fund operations	<u>2,069,211</u>	<u>1,794,080</u>
Total	2,619,211	2,344,080
Restricted funds	<u>431,218</u>	<u>452,133</u>
Total fund balances	<u>3,050,429</u>	<u>2,796,213</u>
Total Liabilities and Fund Balances	<u>\$3,233,932</u>	<u>\$2,955,182</u>

See notes to the financial statements.

**Statements of Support, Revenue, and Expenses and Changes in Fund Balances
for the Years Ended June 30, 1984 and 1983**

	1984	1983
Support and Revenue:		
Appropriations by states	\$1,123,000	\$1,117,000
Grants and contract revenue—foundations, federal agencies, and state agencies	787,198	1,257,595
Membership dues—Southern Council on Collegiate Education for Nursing	77,850	79,400
Interest	304,757	330,545
Miscellaneous revenue	21,204	20,584
Total	<u>2,314,009</u>	<u>2,805,124</u>
Expenses:		
Administration and development	617,779	649,233
Research and programs	1,442,014	1,900,072
Total	<u>2,059,793</u>	<u>2,549,305</u>
Support and Revenue in Excess of Expenses	254,216	255,819
Fund Balances, Beginning of Year	2,796,213	2,540,394
Fund Balances, End of Year	<u>\$3,050,429</u>	<u>\$2,796,213</u>

Notes to the Financial Statements for the Years Ended June 30, 1984 and 1983

1. Significant Accounting Policies

The fourteen member states appropriate funds for support of the Board of Control for Southern Regional Education ("SREB"). These funds are used for administration, development, research, and programs and are accounted for in the general fund.

Support for some of SREB's programs is received from foundations and federal and state agencies. These funds may be used only for programs under agreements with the grantors and are therefore accounted for in restricted funds.

SREB serves as financial agent and administrator in interstate arrangements for regional educational services and institutions. Cash held by SREB as fiscal agent and the corresponding liability for the disbursement of that cash are accounted for as agency funds.

United States Treasury bills are stated at cost plus accrued interest.

Furniture and equipment are stated at cost less accumulated depreciation. Depreciation is computed by the straight-line method based on the estimated useful lives of the classes of depreciable property.

2. Tax Status

SREB is exempt from Federal income taxes under the provisions of Section 501(c)(3) of the Internal Revenue Code and has been classified as an organization that is not a private foundation as defined by Section 509(a) of the Code. Contributions to SREB are deductible from taxable income by donors as provided in Section 170 of the Code.

3. Pension Plan

SREB has a contributory pension plan which covers substantially all employees and provides for the purchase of individual deferred annuity contracts from Teachers Insurance and Annuity Association of America. SREB's pension expense was \$50,209 for the year ended June 30, 1984 and \$63,665 for the year ended June 30, 1983.

4. Agency Funds

As fiscal agent and administrator in interstate arrangements for regional educational services and institutions, SREB received and disbursed state appropriations of \$11,783,530 for the year ended June 30, 1984 and \$10,978,891 for the year ended June 30, 1983.

Recent SREB Publications

Improving the Quality of Education

Access to Quality Undergraduate Education—Examines the issues surrounding the declining quality of undergraduate education and establishes the need to restore the integrity of the baccalaureate degree while, at the same time, maintaining access to higher education. Includes recommendations for specific actions states and institutions can take to raise entry and curricular standards in two-year and four-year colleges and to evaluate students' progress and achievement at key points in their collegiate experience.

Improving Teacher Education: An Agenda for Higher Education—Building on prior SREB recommendations to improve the collegiate preparation of teachers and the findings of a recently completed SREB study of the courses teachers take, specific recommendations are made for improving the general education, academic majors, and pedagogy sequence of teachers' pre-service preparation.

Two publications have been released based on the recently completed SREB study analyzing the college transcripts (averaging 140 credits) of over 6,000 education majors and arts and sciences graduates in 17 major Southern universities:

Teacher Preparation: The Anatomy of a College Degree—Provides an overview of the findings and discusses the implications for improvement of teacher education programs.

An Analysis of Transcripts of Teachers and Arts and Sciences Graduates—This technical report contains detailed information on the SREB study and includes 42 tables summarizing the data.

What Works in In-service Education Programs for Teachers?—Summarizes presentations and issues that were discussed by school, college of education, and state department of education representatives during an SREB conference on the complex topic of providing effective in-service education for teachers.

"10 Recommendations for Improving Secondary Vocational Education"—This statement from SREB's Commission for Educational Quality establishes the need to improve academic skills of vocational education students and suggests specific actions for reinforcing vocational education's contribution in meeting modern social and economic needs.

The following releases outline major issues and summarize state and local actions on specific educational improvement concerns for educational and governmental leaders responsible for policy decision:

- "Alternative Certification for Teachers: 1984 State Actions"
- "Improving Vocational Education: What Can Legislators Do?"
- "New Directions for Improving School Leadership"
- "1984 Educational Reforms: Significant 'Fine Print' Actions"
- "Raising Standards in Undergraduate Education"
- "Straight Talk from an International Industrialist to State Legislators on Improving Vocational Education"
- "Teacher Testing: Facts and Forecasts"
- "Unprepared College Students: High Schools and Colleges Respond"

In addition to Career Ladder Clearinghouse newsletters, the following summaries relating to performance-based incentive programs for teachers and school administrators were released:

- "Career Ladder Plans: Questions Faced by the States"
- "Planning Career-Ladders: Lessons for the States"
- "Selected Career Ladder Proposals, Plans, and Legislation from Southern States"
- "State Actions: Career Ladders and Other Incentive Plans for School Teachers and Administrators"

Basic Planning Information

Fact Book on Higher Education in the South, 1983 and 1984—This latest edition in SREB's biennial series has more than 60 tables providing "at-a-glance" comparable data on finances, enrollments, degrees, and other significant indicators related to higher education for the Southern region, the nation, and each of the 14 SREB states.

Higher Education Enrollment: Trends in the Nation and the South—Tables and supporting graphs present the latest available data and comparable 1976 and 1980 information to illustrate significant changing enrollment patterns—overall and for blacks and Hispanics.

Veterinary Medicine: Supply and Demand in the South—Presents data highlighting trends in veterinary medicine enrollments and graduation and the projected demand for veterinarians in the 14 SREB states.

The following releases highlight comparative information to assist in state policy decisions on higher education issues:

- "Federal Funds for Research and Development in Southern Universities"
- "Higher Education Studies, Reports, and Surveys in the SREB States"
- "State-Supported Programs for Private Higher Education"
- "Tuition and Fees, 1984-85; Looking Ahead to 1986"

Health/Mental Health/Human Services/Nursing

The following releases examine the effect on health professions education and college and university policies resulting from changing issues occurring in the health care system:

- "Alcohol and Drug Prevention Programs in Colleges and Universities"
- "Creative Alternatives Within Existing Frameworks of Clinical Instruction of Associate Degree Nursing Students"
- "Declining Dental School Enrollments: Influencing an Orderly Retrenchment"
- "The Future Is Now: An Examination of Issues Regarding Entry into Nursing Practice"
- "Indigent Medical Care: A Challenge for Health Care Policy and University Teaching Hospitals"
- "Influencing the Distribution of Physicians and Other Health Professionals"
- "Issues in the Clinical Instruction of Associate Degree Nursing Students"
- Research in Nursing Practice, Education, and Administration: Collaborative, Methodological, and Ethical Implications*
- "Setting College Campus Policies on Alcohol and Drug Use"

Educational Opportunity

- *Academic Common Market* program offerings for 1985-86 in participating states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Periodicals and News Reports

Career Ladder Clearinghouse Newsletter
Financing Higher Education
Issues in Higher Education
Legislative Report
Regional Spotlight

Professional Staff

Winfred L. Godwin, *President*

Ansley A. Abraham, *Research Associate*

Eula Aiken, *Project Director*, Faculty Development for Associate Degree in
Nursing Education

James E. Brawner, *Accountant*

William C. Brown, *Director/Institute* for Higher Educational Opportunity

Ann H. Carter, *Program Assistant, Librarian*

Lynn M. Cornett, *Research Associate*

Jennifer C. Friday, *Project Director*, Competency and Productivity of Mental
Health Workers

Eva C. Galambos, *Research Associate*

E. L. Hebbeler, *Associate Director for Health Programs*

Jean Johnson, *Administrative Associate*

Stephanie A. Korcheck, *Research Assistant*

Joseph L. Marks, *Research Associate*

Harold L. McPheeters, *Director/Commission* on Health and Human Services

Mark D. Musick, *Director of State Services and Information*

E. F. Schietinger, *Senior Consultant*

Audrey F. Spector, *Nursing Programs Director, Executive Director/Southern Council*
on Collegiate Education for Nursing

David S. Spence, *Vice-President and Director of Research*

Hugh D. Spitler, *Research Assistant*

Margaret A. Sullivan, *Editor and Publications Officer*